

MAINE DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001* (*NCLB*) requires all states, school districts, and schools to provide annual report cards to parents and communities that include <u>Maine Comprehensive Assessment System</u> (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on "highly qualified" teachers. This report card also displays statewide academic achievement results in grades four and eight on the <u>National Assessment of Educational Progress</u> (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine's NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being "proficient" in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Dayton Consolidated School

SAU: RSU 23

Contents of the Report

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Accountability Data
Maine Teacher Quality Data



School: **Dayton Consolidated School**

36

38

40

29

SAU: **RSU 23**

Grade: 03



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	Reading Assessment Data												
					Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ment Level*	Number of Te	sted Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						65						
All Students	2009-2010	17	17	100	82	71	73	24	59	12	6	17	0
Female	2008-2009						70						
remale	2009-2010	6	6	100		68	76						
Male	2008-2009						60						
iviale	2009-2010	11	11	100	91	75	69	18	73	0	9		
Caucasian/White	2008-2009						66						
Caucasian wrinte	2009-2010	17	17	100	82	73	74	24	59	12	6		
African American/Black	2008-2009						42						
AITICAIT AITIETICAII/ DIACK	2009-2010	0	0				46						
Hispanic	2008-2009						51						
Пізрапіс	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009						66						
Asian of Facility Islander	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009						53						
	2009-2010	4	4	100		61	62						
Migrant	2008-2009						67						
wigiant	2009-2010	0	0										

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

100

Students with Disabilities

Limited English Proficient

2008-2009

2009-2010

2008-2009

2009-2010

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

Hispanic

Migrant

Asian or Pacific Islander

American Indian or Native Alaskan

Economically Disadvantaged

Students with Disabilities

Limited English Proficient



School: Dayton Consolidated School

66

59

71

71

60

64

60

56

67

43

34

47

54

41

SAU: RSU 23

Grade: 04



MAINE
DEPARTMENT OF EDUCATION

dents

					Re	ading A	ssessmo	ent Data	a				
					Percent of S	tudents at Leve	el 3 or Level 4	Percent of	Students at E	Each Achieve	ment Level*	Number of Tes	sted Stude
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alterna Assessr
All Students	2008-2009						71						
All Students	2009-2010	31	31	100	65	71	67	10	55	23	13	31	0
Female	2008-2009						75						
	2009-2010	9	9	100		77	71						
Male	2008-2009						67						
Male	2009-2010	22	22	100	64	66	63	9	55	27	9		
Couperion/Mhite	2008-2009						71						
Caucasian/White	2009-2010	31	31	100	65	73	68	10	55	23	13		
African American/Plack	2008-2009						53						
African American/Black	2009-2010	0	0			27	43						
						1	1					1	

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

0

0

0

4

0

100

100

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

0

4

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

Male

Hispanic

Migrant

Caucasian/White

African American/Black

Asian or Pacific Islander

American Indian or Native Alaskan

Economically Disadvantaged

Students with Disabilities

Limited English Proficient



School: **Dayton Consolidated School**

67

67

73

46

57

56

70

68

73

48

62

53

62

38

31

36

39

18

41

55

45

14

0

SAU: **RSU 23**

Grade: 05



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		Reading Assessment Data											
					Percent of S	tudents at Leve	l 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Te	sted Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Chudonto	2008-2009						67						
All Students	2009-2010	22	22	100	86	75	72	41	45	14	0	21	1
Famala	2008-2009						70						
Female	2009-2010	11	11	100	100	83	78	64	36	0	0		
	2008-2009						64						

68

75

66

38

73

86

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

100

100

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

11

22

0

7

0

3

11

22

0

0

0

0

7

0

100

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.



Dayton Consolidated School School:

46

33

46

35

19

SAU: **RSU 23**

Grade: 03



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lumber of Tested Students

Alternate Assessment

0

					Math	ematics	Assess	ment D	ata			
					Percent of S	tudents at Leve	ach Achieve	ment Level*	Number of 1			
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment
All Students	2008-2009						70					
All Students	2009-2010	17	17	100	53	49	62	6	47	24	24	17
Female	2008-2009						68					
remale	2009-2010	6	6	100		44	61					
Mala	2008-2009						71					
Male	2009-2010	11	11	100	55	54	63	0	55	27	18	
Caucasian/White	2008-2009						71					
Caucasian/write	2009-2010	17	17	100	53	49	63	6	47	24	24	
African American/Black	2008-2009						45					
Amcan American/black	2009-2010	0	0				31					
Hispanic	2008-2009						50					
пізрапіс	2009-2010	0	0				52					
Asian or Pacific Islander	2008-2009						70					
Asian of Facilic Islander	2009-2010	0	0				65					
American Indian or Native Alaskan	2008-2009						55					
	2009-2010	0	0				54					
Economically Disadvantaged	2008-2009						58					
	2009-2010	4	4	100		39	50					
Migrant	2008-2009						67					
iviigiait	2009-2010	0	0									
			1			1						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

100

Students with Disabilities

Limited English Proficient

2008-2009

2009-2010

2008-2009

2009-2010

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

Male

Hispanic

Migrant

Caucasian/White

African American/Black

Asian or Pacific Islander

American Indian or Native Alaskan

Economically Disadvantaged

Students with Disabilities

Limited English Proficient



School: Dayton Consolidated School

67

63

67

63

46

36

61

45

68

65

59

49

54

50

50

41

36

43

14

13

73

71

10

5

6

SAU: RSU 23

Grade: 04



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		Mathematics Assessment Data											
					Percent of S	tudents at Leve	l 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Tes	sted Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
All Students	2009-2010	31	31	100	84	65	62	13	71	10	6	31	0
Female	2008-2009						66						
remale	2009-2010	9	9	100		63	62						

66

66

36

49

32

86

84

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

100

100

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

22

31

0

0

0

4

0

22

31

0

0

0

0

4

0

100

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets , Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

Male

Hispanic

Migrant

Caucasian/White

African American/Black

Asian or Pacific Islander

American Indian or Native Alaskan

Economically Disadvantaged

Students with Disabilities

Limited English Proficient



School: Dayton Consolidated School

66

64

67

65

43

37

52

55

69

67

46

54

53

51

38

38

34

40

0

9

73

73

18

9

9

SAU: RSU 23

Grade: 05



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	Mathematics Assessment Data												
					Percent of S	tudents at Leve	l 3 or Level 4	Percent of	Students at E	ach Achieve	ment Level*	Number of Tes	sted Students
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						66						
All Students	2009-2010	22	22	100	82	54	64	9	73	9	9	21	1
Female	2008-2009						65						
remale	2009-2010	11	11	100	91	51	64	18	73	0	9		

57

54

41

26

73

82

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

100

100

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

2008-2009

2009-2010

11

22

0

0

7

0

3

11

22

0

0

0

0

7

0

100

^{*}Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

^{*}Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.



School: Dayton Consolidated School

SAU: RSU 23 Grade: 3-8



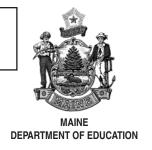
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													DEIA	TITIME INTO	LEGGATION
							Accou	ntabili	ty Data	3					
			Rea	ding			Mathematics						Additional Academic Indicator		
	Percei	nt Tested 95%	Target:		ent Meets s Target:		Percer	nt Tested 95%	Target:		ent Meets Target:	s and 60%		Daily Att arget: 92°	
Group	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	99	99	74	73	71	100	99	99	70	58	63	96		95
All Students	100	99	99	74	67	69	100	99	99	70	56	61	96		90
Caucasian/White	100	99	99	74	74	71	100	99	99	70	58	64			
Caucasian/ wille	100	99	99	74	67	69	100	99	99	70	56	62			
African American/Black	*	*	97	. *	*	49	. *	*	99	*	*	36			
Afficall Afficially black		*	97		65	50		*	98		40	38			
Hispanic	*	*	97		*	63		*	99	. *	*	51			
Піврапіс		*	99		*	59		*	100		*	46			
Asian or Pacific Islander	*	*	97	*	*	73		*	99	. *	*	67			
Asian of Facilic Islander		*	98		*	76		*	99		*	71			
American Indian or Native Alaskan	*	*	98	*	*	64		*	98	*	*	54			
American mulan of Native Alaskan		*	97		*	57		*	97		*	47			
Economically Disadvantaged	*	99	99	68	61	60	. *	99	99	68	43	50			
Economically Disauvantageu		98	99	00	54	56		99	99	00	41	47			
Students with Disabilities	*	97	97	*	40	36	. *	97	97	*	28	35			
Students with Disabilities		98	98		26	28		98	98		22	25			
Limited English Proficient	*	*	96	*	*	48	. *	*	99	*	*	39			
Limited English Froncient		*	95	*	*	45		*	99] "	*	35			

2010-2011 NCLB NoChild LeftBehind Report Card Maine Teacher Quality Data

School: Dayton Consolidated School

SAU: RSU 23



		Part I	: Professior	nal Qualifica	ations	
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	0	5	1	1	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.